

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Oxford Primary School
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 to 2024/2025
Date this statement was published	September 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Roberts Headteacher
Pupil premium lead	Paula Williams Assistant Headteacher
Governor / Trustee lead	Hannah Drennan

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 656460
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£65460

# Part A: Pupil premium strategy plan

## Statement of intent

Oxford Primary School values are kindness, courage and curiosity and are at the heart of our inclusive school ethos. Our vision is to promote an inclusive learning environment where all our children are encouraged to be kind and respectful of difference in our community, are curious about the world we live in and have courage to challenge themselves and be resilient to thrive as global citizens. Every single child is given the opportunity to achieve their very best through rich, high quality learning experiences which are fun, practical and engaging for all. Our aim is for children to be life-long learners who make progress, achieve high attainment and strive for personal happiness, irrelevant of personal background or challenges they face.

In line with national trends, analysis of our school data shows our disadvantaged children do not perform as well in reading, writing and maths as other children by the end of KS2. Our vulnerable learners continue to be most impacted by the COVID pandemic academically, socially and personally and it is integral to our school vision and strategic school improvement to focus on reversing this trend. Our aim is to implement outcome based strategies that will reduce the identified learning gap and provide enrichment opportunities for all of our vulnerable learners and identified disadvantaged children. Analysis of data, pupil progress meetings, provision planning and monitoring have been used to plan the strategy and identify the focus areas of need for our disadvantaged children. Evidence based high quality teaching and specific targeted interventions will be used to close the learning gap and enrich the learning experiences of our disadvantaged children. A robust cycle of assess, plan, do, review will be used to monitor children's progress and outcomes, which may result in tweaks to the strategy.

### Key Pupil Premium Strategy Principles

- All of our children will benefit from high quality teaching opportunities and the continuous evolution of our inspiring curriculum, including our disadvantaged children.
- Target tracker tool, provision planning and pupil review meetings will ensure all children's specific needs are identified and tracked; learning gaps are analysed; progress and outcomes are reviewed; and provision is implemented. This is part of a termly assess, plan, do, review cycle which will happen three times a year.
- Learning gap analysis and evidence based research have and will be used to identify the areas that will have the greatest impact on reducing the attainment gap and enrichment opportunities: oral language, phonics, reading comprehension skills, writing grammar, maths reasoning, enrichment opportunities and emotional regulation.
- Continuing professional development is integral and will focus on developing high quality teaching for vulnerable children through scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings.
- All staff work as a team to implement the strategy and take responsibility for disadvantaged children outcomes and have high expectations of all of our children. Performance management targets ensure this staff focus.
- The leadership team work strategically to review the outcomes and make tweaks to ensure they are achieved and the needs of our disadvantaged children are met. The strategy is part of the whole school improvement plan.
- The governing body work strategically to ensure the pupil premium funding is well managed and linked to successful outcomes.
- Parent partnership is promoted to strengthen home-school links for our disadvantaged children.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many of our disadvantaged children, impacting reading, writing and maths attainment-75% of PP children did not attain their ELG in reading, writing and maths.
2	Phonics screening outcomes 2023-2024-current year 3(2024-25) 60% pupil premium children passed year 1 phonics screener compared to 93% non pupil premium. The 2 PP children (40%) who did not pass their phonic screener did not attain their English Early Learning Goal.
3	Whole School Reading: In Sept 2024, 48% of our PP children were below expected 13% of non pupil premium children were below expected.
4	Whole School Writing: In Sept 2024, 66% of our PP children were below expected 21% of non pupil premium children were below expected
5	Whole School Maths: In Sept 2024, 56% of our PP children were below expected 18% of non pupil premium children are below expected were below expected.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted by COVID- continued support is needed to provide equity to develop children's positive social, emotional and mental health and resilience to self-manage emotions.
7	Pupil premium children are less likely to have increasing levels of attendance year on year.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
PP children without SEND to reach at least age related expectations in reading, writing and maths,	PP pupils without SEND to reach at least age related expectations in reading, writing and maths, in line with non PP children.

PP children without SEND to make age related progress from EYFS TO KS1 TO KS2.	PP children without SEND make at least expected annual progress from EYFS baseline to KS2.
PP children with SEND to reach key stage outcomes in reading, writing and maths.	PP children with SEND are working within Key Stage outcomes in reading, writing and maths.
PP children with SEND to make progress in line with SEN non pupil premium children.	PP children with SEND make good progress in their interventions, closing the learning gap between themselves and non pupil premium SEN children.
Achieve and sustain improved well being for all pupils in our school, particularly our pupil premium and disadvantaged children.	Sustained high levels of well being by 2024/25 Pupil voice expresses good self-awareness, self management, social awareness, social relationships and decision making. Pupil voice expresses good learning attitudes and resilient behaviours.
PP children attendance and punctuality to be in line or above national average	Attendance of our disadvantaged children shows a sustained improved attendance annually. Bespoke strategy for our disadvantaged children with below average attendance. Pupil voice expresses an improved attitude to arriving to school on time and attendance.

Activity in this academic year 2023-24

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1 2 3 4 5
Embedding speaking & listening activities across the school cur-	There is a strong evidence base that suggests oral language interventions, including dialogic	1

<p>riculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>CPD-Language Link</p>	<p>activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Annual subscription of Bug Club <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics.</p> <p>Purchase Talisman books to support KS phonics teaching for reading and writing.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 3 4
<p>Annual purchase of Book Bands to promote reading progress, fluency and motivated readers.</p> <p>Funding for lead teacher release to continue embed reading culture into school.</p> <p>Purchase of Complete Comprehension for Guided Reading.</p>	<p>Evidence shows that supporting children to develop fluent reading capabilities can support comprehension because children's cognitive skills are freed from focusing on word recognition and redirected towards comprehension skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	3
<p>CPD-funding for member of LT to develop high quality teaching techniques that will support all children but will specifically target outcomes for disadvantaged children.</p> <p>Assessment lead to lead on staff CPD-assessment for learning.</p> <p>Inclusion Lead to lead on CPD-adaptive teaching in the classroom.</p>	<p>Evidence shows that teaching metacognition to children can improve learning outcomes up to 8 months- Opportunities to develop scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings will also improve learning outcomes for vulnerable learners.</p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	3 4 5 6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	6

<p>practices and supported by professional development and training for staff.</p> <p>Mental first Aid training and listening skills for Learning Partners.</p> <p>Continue with PSHE relationships subscription-Discovery</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have below age related expectations.</p> <p>Language Link-CPD for LPs</p> <p>Colourful Semantics</p> <p>Communication in Print-annual subscription.</p> <p>EYFS focussed interventions for children who are identified as vulnerable or not meeting ELG.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 4
<p>Additional phonics sessions targeted at disadvantaged children in KS1, Y3 &amp; 4 who require further phonics support.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics &amp; use of Bug Club.</p> <p>Reintroduction of Talisman interventions.</p> <p>Purchase of Talisman Books to support interventions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2 3 4
<p>In year 5 &amp; 6 implement high quality reading comprehension intervention that targets the identified reading gaps.</p> <p>Ongoing CPD for staff to promote quality reading comprehension skills.</p>	<p>Evidence shows that diagnosing gaps and teaching specific comprehension strategies can enable children to overcome reading comprehension barriers-prediction, questioning,</p>	3

Pre-teaching reading sessions.	clarifying, summarising, inference & activating prior knowledge. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Colourful Semantics interventions to develop grammar knowledge and sentence level work for children below age expectation. Literacy shed intervention to support grammar learning. Sentence building blocks.	1:1 or small group teacher led writing groups are highly effective in reducing the writing learning gap when learning needs and diagnosed and learning time is well structured by an experienced teacher.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	4
Purchase of a maths programme to target mastery learning for our disadvantaged children. MY Maths LP funding for children who are not accessing home learning. Ongoing CPD for staff to promote maths mastery. SHINE maths intervention	Evidence shows that structured interventions should be used to provide additional support through explicit & systematic instruction-learning should also be linked to class learning.  <a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3-eeef">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition & self regulation interventions to teach children how to learn, motivation and the process of knowing and understanding.  Forest Explorers	Evidence shows that interventions to teach children specific strategies for planning, monitoring and evaluating their learning can be highly effective and result in +8 months progress.	3 4 5 6

SEMH groups	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
Counselling Social and Emotional Learning groups Leap Pad Room-Peaceful Pod Lunchtime clubs-games club Mindfulness club Listening Ear LP check in time Nurture Hubs Purchase materials to promote SEMH. Well-being safe zone/tent-mindful area	Evidence shows social and emotional learning have a positive impact on learning but also impact a child's well being and ability to regulate. 2021-22 & 2022-23 Counselling outcomes show the positive impact on well-being. <a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3 4 5 6
Attendance meetings with vulnerable families to plan bespoke attendance programmes to support punctuality and attendance.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>	7
Financial hardship-uniform purchases, payment for educational visits and wider curriculum activities.	The impact of poverty on young children's experience of school (basw.co.uk)	6 7
Enrichment opportunities-payment for extra curricular clubs	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> Ofsted research 2019-emphasis on improving cultural capital	6 7

**Total budgeted cost: £ 65460:00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Attainment Outcomes-Whole School Data Review

KS2 SATS 2023-24 15% of year group identified as Pupil Premium

Y7 (47 pupils)		Test Scaled Scores				
Reading	Pupils (%)	Other	<100	100+	110+	Average
Pupil Premium	7 (14.9%)		3 (42.9%)	4 (57.1%)	1 (14.3%)	103.4
Not Pupil Premium	40 (85.1%)		5 (12.5%)	35 (87.5%)	19 (47.5%)	108.7

Y7 (47 pupils)		Test Scaled Scores				
Writing	Pupils (%)	Other	<100	100+	110+	Average
Pupil Premium	7 (14.9%)		2 (28.6%)	5 (71.4%)	2 (28.6%)	105.7
Not Pupil Premium	40 (85.1%)		7 (17.5%)	33 (82.5%)	18 (45.0%)	108.0

Y7 (47 pupils)		Test Scaled Scores				
Mathematics	Pupils (%)	Other	<100	100+	110+	Average
Pupil Premium	7 (14.9%)		3 (42.9%)	4 (57.1%)	1 (14.3%)	101.1
Not Pupil Premium	40 (85.1%)		9 (22.5%)	31 (77.5%)	13 (32.5%)	105.7

5/7 of our PP children attained the expected standard in reading by the end of key stage 2.

5/7 of our PP children attained the expected standard in writing-2/7 attained greater depth by the end of key stage 2.

4/7 of our PP children attained the expected standard in maths.

#### Key Stage 1 Outcomes 2023-24

Y3 (47 pupils)		Teacher Assessment							Test Scaled Scores				
Reading	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Pupil Premium	4 (8.5%)			2 (50.0%)		1 (25.0%)	1 (25.0%)	2 (50.0%)	2 (50.0%)*		2 (50.0%)	1 (25.0%)	109.5
Not Pupil Premium	43 (91.5%)	1 (2.3%)*			10 (23.3%)	23 (53.5%)	9 (20.9%)	32 (74.4%)	2 (4.7%)*	9 (20.9%)	32 (74.4%)	6 (14.0%)	104.1

Y3 (47 pupils)		Teacher Assessment							Test Scaled Scores				
Writing	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Pupil Premium	4 (8.5%)			2 (50.0%)		2 (50.0%)		2 (50.0%)	2 (50.0%)*		2 (50.0%)	1 (25.0%)	109.5
Not Pupil Premium	43 (91.5%)	1 (2.3%)*			14 (32.6%)	26 (60.5%)	2 (4.7%)	28 (65.1%)	1 (2.3%)*	16 (37.2%)	26 (60.5%)	7 (16.3%)	101.2

Y3 (47 pupils)		Teacher Assessment							Test Scaled Scores				
Mathematics	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
Pupil Premium	4 (8.5%)				1 (25.0%)	3 (75.0%)		3 (75.0%)		1 (25.0%)	3 (75.0%)		100.8
Not Pupil Premium	43 (91.5%)	1 (2.3%)*			6 (14.0%)	23 (53.5%)	13 (30.2%)	36 (83.7%)	1 (2.3%)*	7 (16.3%)	35 (81.4%)	11 (25.6%)	105.6

2/4 of our PP children attained the expected standard in reading by the end of key stage 1.

2/4 of our PP children attained the expected standard in writing by the end of key stage 1.

¾ of our PP children attained the expected standard in maths by the end of Key Stage 1.

#### Year 1 Phonics Screen 2023-24

Year 2 (37 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
Pupil Premium	6 (16.2%)	29.6	2 (40.0%)	3 (60.0%)
Not Pupil Premium	31 (83.8%)	35.6	2 (6.7%)	28 (93.3%)

X1 PP child is on roll as Year 1 but age range of Year 2 attained working at in the phonics screen but it is not recorded on the above data.

4/6 children are within the expectation Year 1 for their phonics knowledge.

#### EYFS 2023-24

Reading (30 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	On Track or higher	Higher
Pupil Premium	4 (13.3%)	0 (0%)	3 (75.0%)	1 (25.0%)	0 (0%)
Not Pupil Premium	26 (86.7%)	2 (7.7%)	1 (4.2%)	23 (95.8%)	5 (20.8%)

  

Writing (30 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	On Track or higher	Higher
Pupil Premium	4 (13.3%)	0 (0%)	3 (75.0%)	1 (25.0%)	0 (0%)
Not Pupil Premium	26 (86.7%)	2 (7.7%)	1 (4.2%)	23 (95.8%)	4 (16.7%)

  

Mathematics (30 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	On Track or higher	Higher
Pupil Premium	4 (13.3%)	0 (0%)	3 (75.0%)	1 (25.0%)	0 (0%)
Not Pupil Premium	26 (86.7%)	2 (7.7%)	1 (4.2%)	23 (95.8%)	2 (8.3%)

  

Combined (30 pupils)	No. (%)	Missing Assessment	Below in one or more	On Track or higher in all	Higher in all
Pupil Premium	4 (13.3%)	0 (0%)	3 (75.0%)	1 (25.0%)	0 (0%)
Not Pupil Premium	26 (86.7%)	2 (7.7%)	1 (4.2%)	23 (95.8%)	1 (4.2%)

3/4 of our PP children did not attain their Early Learning Goal in reading by the end of EYFS.

3/4 of our PP children did not attain their Early Learning Goal in writing by the end of EYFS.

3/4 of our PP children did not attain their Early Learning Goal in maths by the end of EYFS.